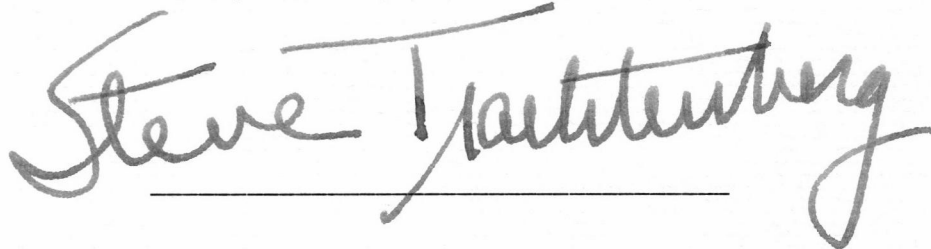




THE PRESIDENT

TO: Professor Lilien Robinson
FROM: Stephen J. Trachtenberg
SUBJECT: Faculty Senate Resolutions for 1992-93
DATE: June 30, 1993

Lilien: I'm dashing off for the airport to visit our alumni in the Pacific and conduct some GW business (with a little vacation on the side). But I wanted to be sure and address the Senate's Resolutions before leaving the country and enclose the responses for your perusal.



SJT/hdi
Enclosure

Mailed 7/7/93

Administration Response to Resolutions from the Faculty Senate

1992-93 Term

Resolution 91/11: *A Resolution Requesting Reconsideration of the Construction of the Proposed Health and Wellness Center*

Response: **The Administration concurs.**

Resolution 92/1: *A Resolution to Recommend Establishment of Fiscal Planning and Budgeting Committees in the Schools, Colleges, and Divisions*

Response: **The Administration believes this to be a matter between the Deans and their respective faculties and we will rely on the Deans to determine how they and their faculty colleagues wish to respond.**

Resolution 92/2: *A Resolution to Amend the Faculty Code and Guide to Student Rights and Responsibilities in order to Resolve Differences Between Them on Handling Allegations of Prejudice*

Response: **This was approved by the Board of Trustees last February 10.**

Resolution 92/3: *A Resolution to Inaugurate a Lecture Series on the Times and Legacy of George Washington, to be Named in Honor of the Late Marcus Cunliffe*

Response: **The University is in conversation with the Mount Vernon Lady's Association of the Union regarding a joint initiative which would combine the resources of GW and the Association to produce a lecture which would be designated to celebrate the memory of our late, distinguished colleague Marcus Cunliffe. In this way, the Administration believes we can both honor the thinking of the Senate in the coming year while also forging stronger links between our campus and the resource at Mount Vernon and enhance the likelihood of a large and appreciative audience at the Cunliffe Lecture.**

Resolution 92/4: *A Resolution on Post-Tenure Review*

Response: Please see end of this text for response to Resolution 92/4.

Resolution 92/5: *A Resolution on Coordination of the Faculty Senate Research Committee and the Advisory Council on Research*

Response: Accepted and implemented.

Resolution 92/6: *A Resolution on Religious Observances During the Academic Year*

Response: The Administration accepts the guidance of the Senate and will endeavor to publicize this policy.

Response to Resolution 92/4: Senate Resolution 92/4 is something of a puzzlement. The extended discussion of the resolution at the February meeting of the Senate unfortunately did little to clarify the matter.

On one reading, Resolution 92/4 was advanced as a ringing endorsement of the tenure system as a protection for academic freedom. Inasmuch as that principle had never been disputed by any party to the business at hand, passage of Resolution 92/4 does not seem to require any action on the part of the Administration. Furthermore, since the first resolving clause links the protection of tenure to recommendations contained in a report that is no longer on the table, it would seem to render that clause moot.

The inability to bring the subject matter of the February debate into focus apparently stemmed from the fact that the Senate Committee on Professional Ethics and Academic Freedom had drafted its resolution in some haste last fall in response to an unfinished document left on the table by a disintegrated committee! Except for the irregular circumstances which have precluded the participation of ex officio administrative members of the PEAFC Committee in the conduct of its business this year, everything that flowed from this misconstruction of the objectives and the status of the original task force report might have been averted.

Professor Griffith, in his remarks to the Senate, alluded to the charge to the task force which he and Vice President French had drafted together at the outset of this venture. Although a bewildering selection of documents was distributed to the Senate in connection with Resolution 92/4, that particular memorandum was not included. Neither was a copy of Vice President French's memorandum to the Senate Executive Committee of last December 3rd in which, in light of the mounting confusion surrounding the document left behind by Dean Kenny, he proposed the reconstitution of a task force that would try to get the project

The first part of the report deals with the general situation of the country and the progress of the work during the year. It is followed by a detailed account of the various projects and the results achieved. The report concludes with a summary of the work done and the plans for the future.

The second part of the report contains a list of the various projects and the results achieved. It is followed by a detailed account of the various projects and the results achieved. The report concludes with a summary of the work done and the plans for the future.

The third part of the report contains a list of the various projects and the results achieved. It is followed by a detailed account of the various projects and the results achieved. The report concludes with a summary of the work done and the plans for the future.

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The tenth part of the report contains a list of the various projects and the results achieved. It is followed by a detailed account of the various projects and the results achieved. The report concludes with a summary of the work done and the plans for the future.

back on track. The Senate Executive Committee rejected that idea but did agree to a long discussion with the academic deans. The Senate also was not provided with a copy of the "talking paper" developed for that meeting of the Executive Committee and the Deans. In retrospect, the absence of those three pieces of the legislative history undoubtedly accentuated the sense that there was something confused and confusing in this whole discussion. One clear result of the Executive Committee's pressing forward with the debate framed as it was was that none of the Deans saw a way in which to become engaged in the discussion of something that involves them in a central role.

Simply for the sake of completeness, it may be worthwhile to acknowledge the third resolving clause. The idea that any academic administrator would advise harassment to encourage retirement is so preposterous on the face of it as to require no response beyond indication that the text has been read.

Where do we go from here? Given the depth of the "disconnect" on this issue, now compounded by the passage of Resolution 92/4, only one positive course of action seems open to us. Using the model created by the Senate in 92/1, each Dean should proceed to develop with his or her faculty a systematic program of faculty development as envisioned in the original mandate to the ill-starred task force. Perhaps after a few years of operating in this mode the Faculty Senate will choose to schedule an information session in which the results of this experience across the University can be described and reflected upon.

RESOLUTIONS 1992-93 SESSION

Resolution No.	Date of Meeting	Title of Resolution	Action	Remarks and/or Committee Referral; Response of Administration
(91/11)*	5/8/92	A Resolution Requesting Reconsideration of the Construction of the Proposed Health and Wellness Center	Defeated 5/8/92	
92/1	5/8/92	A Resolution to Recommend Establishment of Fiscal Planning and Budgeting Committees in the Schools, Colleges, and Divisions	Adopted, as amended, 5/8/92	
92/2	11/13/92	A Resolution to Amend the <u>Faculty Code</u> and <u>Guide to Student Rights and Responsibilities</u> in order to Resolve Differences Between Them on Handling Allegations of Prejudice	Adopted, as amended, 11/13/92	Approved by the Board of Trustees February 10, 1993
92/3	1/15/93	A Resolution to Inaugurate a Lecture Series on the Times and Legacy of George Washington, to be Named in Honor of the Late Marcus Cunliffe	Adopted 1/15/93	
92/4	2/12/93	A Resolution on Post-Tenure Review	Adopted 2/12/93	
92/5	2/12/93	A Resolution on Coordination of the Faculty Senate Research Committee and the Advisory Council on Research	Adopted 2/12/93	
92/6	4/9/93	A Resolution on Religious Observances During the Academic Year	Adopted, as amended, 4/9/93	

*This resolution originated in the 1991-92 Session.

[Any inquiries about this resolution should be directed to Professor Robert T. Smythe, Chair, Fiscal Planning and Budgeting Committee, Ext. 4-6889]

A RESOLUTION TO RECOMMEND ESTABLISHMENT OF FISCAL PLANNING AND BUDGETING COMMITTEES IN THE SCHOOLS, COLLEGES, AND DIVISIONS (92/1)

WHEREAS, the wise allocation of resources is an essential component of sound educational policy; and

WHEREAS, fiscal planning at the level of schools, colleges, and divisions is essential to the wise allocation of resources; and

WHEREAS, the serious consideration of the opinions and viewpoints of the Faculty is essential to fiscal planning by schools, colleges, and divisions; NOW THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

(1) ~~That the Faculty Senate recommend that~~ the faculty of each school, college, and division elect a standing committee of its faculty, or designate an elected standing committee of the faculty, to be convened by its dean, to advise the dean, the University administration, and other appropriate officials on matters relating to fiscal planning and budget policy, including priorities for the allocation of resources and proposals to create, reorganize, or eliminate departments or programs; and

(2) That the Faculty Senate request its Executive Committee to verify the establishment of such committees and to report accordingly to the Senate.

April 24, 1992
Committee on Fiscal Planning and Budgeting

Adopted, as amended, May 8, 1992

[Resolution from the Senate Committee on Professional Ethics and Academic Freedom, Victor H. Cohn, Chair. Telephone 4-2926]

A RESOLUTION TO AMEND THE FACULTY CODE AND GUIDE TO STUDENT RIGHTS AND RESPONSIBILITIES IN ORDER TO RESOLVE DIFFERENCES BETWEEN THEM ON HANDLING ALLEGATIONS OF PREJUDICE (92/2)

WHEREAS, the Faculty Code outlines procedures for handling allegations of "prejudiced or capricious academic evaluation," and the Guide to Student Rights and Responsibilities has, in addition, procedures for handling allegations of illegal discrimination; and

WHEREAS, the word "prejudice" may be ambiguous and/or be equated with "illegal discrimination"; and

WHEREAS, this confusion has in some instances led to the initiation of duplicative procedures to address an alleged grievance; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

That, in Section III, Subsection C of the Faculty Code, and in Section II, Subsection B of the Guide to Student Rights and Responsibilities, the phrase "prejudiced or capricious" shall be replaced with the phrase "arbitrary or capricious" wherever it appears, as detailed in the attached texts.

Committee on Professional Ethics & Academic Freedom
September 21, 1992

Adopted, as amended, November 13, 1992 (see attached texts)

FACULTY CODE (1986)

III. Professional Responsibilities

C. Members of the faculty shall not permit their research to interfere with their teaching duties. In the classroom, they shall be responsible for the character of the instruction, the maintenance of good order, and the observance of University regulations. Faculty members shall make adequate preparation for their classes and conduct them in a dignified, courteous manner. They shall meet classes on time, hold classes for the full period, evaluate academic performance fairly and reasonably and report evaluations promptly, and report promptly to the appropriate dean matters requiring disciplinary action and matters relating to the physical condition of classrooms and laboratories. ~~When~~ If a student alleges an instance of ~~prejudiced~~ arbitrary or capricious academic evaluation, the allegation shall be heard and reviewed through orderly faculty peer review procedures established by the dean and faculty of the school in which the contested academic evaluation takes place; should such peer review processes find in favor of and uphold the complaint of the student, yet the faculty member persists in refusing to alter the academic evaluation at issue, the Dean's Council and Dean shall afford the student an appropriate remedy after consultation with the peer review body.

GUIDE TO STUDENT RIGHTS & RESPONSIBILITIES (1992-93)

II. Students in the Classroom

B. Protection against Improper Academic Evaluation

Students should have protection through orderly procedures against ~~prejudiced~~ arbitrary or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled. Except in instances that involve a student grievance based on allegation of illegal discrimination for which other remedy is provided under "Student Grievance Procedures", a student who alleges an instance of ~~prejudiced~~ arbitrary or capricious academic evaluation shall be heard and the allegation reviewed through faculty peer review procedures established by the dean and faculty of the school in which the contested academic evaluation took place. Should the peer review processes find in favor of and uphold the complaint of the student, yet the faculty member were to persist in refusing to alter the academic evaluation at issue, the Dean's Council and the dean shall afford the student an appropriate remedy after consultation with the peer review body.

Resolution from the Senate Committee on Honors and Academic Convocations, James Maddox, Chair. Telephone 4-6630.

A RESOLUTION TO INAUGURATE A LECTURE SERIES ON THE TIMES AND LEGACY OF GEORGE WASHINGTON, TO BE NAMED IN HONOR OF THE LATE MARCUS CUNLIFFE (92/3)

WHEREAS, the George Washington University currently has no public ceremony honoring George Washington; and

WHEREAS, the University community would welcome the opportunity to honor the memory of the late Marcus Cunliffe, University Professor and internationally renowned scholar of George Washington; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

That a public annual lecture series on the times and legacy of George Washington be established, the lecture series to be named in honor of Marcus Cunliffe.

Committee on Honors and Academic Convocations
December, 1992

Adopted January 15, 1993

WHEREAS generations of academic personnel at The George Washington University have been afforded academic freedom, fair process and employment protection by the system of tenure; and

WHEREAS the Faculty Code confirms and protects established tenure rights of faculty and provides for fair process for such cases where individuals are alleged to have become unfit to perform their academic duties; and

WHEREAS the Faculty Code is an express part of the contract between each member of the faculty and The George Washington University; and

WHEREAS a National Commission of Higher Education Issues issued recommendations in 1982 strongly asserting "the continuing importance of faculty tenure as an essential instrument to protect academic freedom and thereby ensure the highest quality of teaching and research;" and

WHEREAS it is accepted that, as elimination of mandatory retirement at other universities has not had the effect of dramatically extending the time of active service the Age Discrimination in Employment Act, which will end compulsory retirement based on age on December 31, 1993 is not cause for concern or precipitate measures; and

WHEREAS in an End-of Year report a Joint Task Force has made recommendations which would seriously weaken tenure protections for faculty; ~~and now therefore be it~~

WHEREAS the Vice President for Academic Affairs has advised the Faculty Senate that the Council of Deans has stated that the End-of-Year Report is "no longer on the table," there is compelling evidence that the recommendations of this report remain objectives of the Administration of the University; and

WHEREAS it is vitally important that the faculty, through the Faculty Senate, make known its views with respect to these recommendations; now therefore be it

RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

1. The Faculty Senate considers that the basic suggestions regarding additional formal systematic reviews of continuing faculty and the recommendations for their implementation contained in the report of the working party would seriously compromise the protections of tenure;
2. The Faculty Senate opposes reduction in faculty salaries as inconsistent with the Faculty Code, contractual rights and academic freedom of the faculty;
3. While good-faith discussions and positive incentives are consistent with academic freedom, the Faculty Senate opposes threats or processes of harassment to "encourage" retirement of faculty; and
4. Peer review procedures are presently provided for in the Faculty Code. The Senate opposes the imposition of additional peer review of tenured and other continuing faculty; it believes that additional peer review would result in unacceptable costs in time, money, creativity, independence and collegial relationships and could be used for purposes of harassment and intimidation or to provide grounds for dismissal alternative to the proper procedures of the Faculty Code that provide the necessary safeguards for academic due process.

Senate Committee on Professional Ethics and Academic Freedom
Passed 7 December 1992. Amendment passed 8 February 1993

Adopted February 12, 1993

8 December 1992

MEMORANDUM TO: Professor Lilian Robinson, Chair
Faculty Senate Executive Committee

FROM: Victor H. Cohn, Chair 
Senate Committee on Professional Ethics and Academic
Freedom

SUBJECT: Post-Tenure Review

The results of our study of the End-of-Year Report of the Joint Task Force on Continuing Faculty (dated June 3, 1992 and revised October 20, 1992), which was referred to this Committee by the Faculty Senate for comment, follow. As "continuing faculty" largely means tenured faculty, our memorandum is frankly so labeled. It comprises three parts: a brief section presenting some of the background of the issue, an outline of the proposals of the Joint Task Force with commentary, and our recommendations in the form of a resolution.

I. BACKGROUND

Generations of academic personnel at The George Washington University have been afforded academic freedom, fair process and protection by the tenure system¹. Tenured faculty may be removed only for unfitness to perform academic duties, termination of an entire instructional program, or, a last resort, on account of extraordinary financial exigency². A tenured faculty member charged with unfitness has a right to formal notice of the accusation, to formal hearings before an impartial faculty committee, to be represented by counsel and recourse to appeal³. During the past two or three years, however, a significant opposition to a continuation of these tenure guarantees has been voiced by some Deans, the apparent support of the Vice President for Academic Affairs, and others.

One new factor cited in this connection is the federal Age Discrimination in Employment Act which will end compulsory retirement based on age on December 31, 1993. As the report of the Joint Task Force itself concedes, "The experience of other universities has suggested that the elimination of mandatory retirement has not had the effect of dramatically extending the time of active service." Nevertheless, the pressure for elimination of our present tenure system is based on a view that the University should have more expeditious means for sanctioning or removal of tenured faculty than is now provided by the Faculty Code.

¹See *Code and Ordinances Governing Academic Personnel of the George Washington University* (first printing 1937), July 1986 edition.

²Ibid. pp. 10-11.

³Ibid. pp. 23-32.

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II. SUMMARY: END-OF-YEAR REPORT⁴

The Executive Committee has stated its belief that the findings and preliminary recommendations of the End-of-Year Report of the Working Party on Continuing Faculty could seriously affect the protections presently provided by the Faculty Code for the system of tenure. Although the document was descriptively titled an End-of-Year Report, not a "final report" the Vice President for Academic Affairs has proposed to the Faculty Senate that "we are prepared to work on the implementation of the basic suggestions of the document." The Faculty Senate has, therefore, mandated this analysis and invited broad faculty discussion of the issues raised.

With this purpose in mind, we would highlight the following points in the Report for your attention:

1. Additional regular, periodic review of tenured and other continuing faculty by department chairs or deans including reviews on a seven year cycle.
2. Additional merit increases for deserving faculty.
3. Peer review of tenured and other continuing faculty.
4. The option for "merit" (i.e., demerit) reductions in salary for tenured and other continuing faculty.
5. "Encouragement" of tenured and other continuing faculty to take retirement.

After intensive discussions in our Committee, we offer our views and recommendations with respect to each of these major points:

1. ADDITIONAL PERIODIC REVIEWS OF TENURED AND OTHER CONTINUING FACULTY. The End-of-Year Report asserts that, "...other universities have found long-term performance evaluation to be a significant tool in creating and maintaining a high level of faculty productivity and morale." No such university is named nor is any other authority or reference cited on which this assertion is based. In his minority report Professor John Lobuts states, "...These meetings were not directed towards any collection of data,...I once proposed we invite experts to discuss...the topic of professional evaluation. This recommendation was never acted upon." Consequently, the recommendations of the Working Group appear to be based entirely on the members' personal notions of what might be salutary or beneficial

⁴In a memorandum to VP French dated June 17, Professor John A. Morgan requested six changes in wording of the End-of-Year report document, dated June 3, 1992. The new version of the report document, dated October 20, 1992, incorporates five of the six requested changes. The change requested by Professor Morgan not incorporated by the Deans and Vice President French was to delete the sentence, "... The option should be available not only to award special raises, but if the situation of the faculty member demanded it, even to reduce salary."

rather than on forms that, as the lead assertion has it, have proved their worth elsewhere. If the present system, which has served us well over many years, nevertheless remains less than wholly satisfactory, something more than anecdotal input will be required to confidently guide us towards its improvement.

2. ADDITIONAL MERIT INCREASES. The End-of-Year Report reads, "The Committee would favor an increase in compensation for faculty [and administrators] who had demonstrated a high level of achievement...funded in the same way as mid-year merit raises of the recent past." This reference to a past University experiment with extraordinary merit increases outside the regular annual scheme naturally leads us to ask if their effect has been the subject of study by the administration. If so, the results of this study might well shed light on the benefits to be derived from new proposals offered here.
3. PEER REVIEW OF TENURED AND OTHER CONTINUING FACULTY. The End-of-Year Report states, "In those circumstances in which either the department chair, the dean, or the faculty member finds the outcome [of a review] less than satisfactory, a system of peer review should be invoked. Peer review could be handled through school-wide Personnel Committees or ad hoc Committees..." It is not clear what peer role a school-wide Personnel Committee (other than a Committee of the Whole) could serve. If a disagreement develops as to technical direction to be pursued within the discipline either along the lines of research or academic program, such considerations are of a specialized nature. It seems clear that they must necessarily be resolved collegially within the discipline. If the disagreements turn other non-technical matters of faculty versus administrative prerogative or discretion, then a forum for the resolution of the disagreement or dispute, if it should come to that, is already provided for in the Faculty Code.

Imposition of additional formal post-tenure review would result in a sense of harassment, intimidation, and destruction of collegial relationships between faculty. Furthermore, it might be used as a means for circumventing the fair procedures specified in the Faculty Code for removal of tenure. Recent experience with school-wide personnel committees expressly created to function merely as advisory to the Dean, who must cite compelling reasons not to concur with faculty recommendations, gives cause for concern. The Administration seems to regard a negative advisory recommendation to the Dean by the school-wide committee as in itself constituting an automatic basis for nonconcurrence. One fears this type of peer review could lead to intimidation, coerced resignation or retirement and the routine circumvention of academic due process in the removal of tenure. This would impose a heavy cost in faculty quality, time and morale.

4. "MERIT" (I.E., DEMERIT) REDUCTIONS IN SALARY FOR TENURED AND OTHER CONTINUING FACULTY. The End-of-Year Report states that the option should be available not only to award special raises, but if the situation of the faculty member demanded it, even to reduce salary. As has long been recognized, the continued working of our tenure system for the assurance of academic freedom and impartial scholarship requires that faculty, even as an independent judiciary " ... shall, at stated times, receive for their services, a compensation, which shall not be diminished during their continuance in office."⁵ The

⁵United States Constitution, Article III, Section I.2

option to impose reductions in salary when in the opinion of the discretionary authority "the situation of the faculty member demanded it" is effectively to abolish the protection of tenure and a breach of the contract between the University and the individual members of the Faculty⁶.

5. "ENCOURAGEMENT" OF TENURED AND OTHER CONTINUING FACULTY TO TAKE RETIREMENT. The End-of-Year Report states, "... In those circumstances in which it becomes necessary to encourage a faculty member to take retirement, a rational and mutually agreeable transition plan would have obvious advantages."

If the conclusion that forced retirement of a particular faculty has become necessary is grounded in adequate cause rather than administrative convenience, the procedures for accomplishing that end are already set forth in the Faculty Code. If the perceived necessity is based on some apparently irreconcilable divergence of views, that is precisely the sort of assault against which the system of tenure is designed to offer protection. If it is based merely on the age of the faculty member, the conclusion is contrary to public policy.

Finally, the comments bearing on the needs for the University to give creative thought to the needs of retired and emeritus faculty are certainly well taken. However, in the terms of the charge of the Working Group on Continuing [active status] Faculty, this well meaning paragraph must be considered a distraction.

⁶Faculty Code, p 5. The Code provides that it "shall be considered part of the agreement between faculty member and the University."

A RESOLUTION ON POST-TENURE REVIEW (92/4)

WHEREAS generations of academic personnel at The George Washington University have been afforded academic freedom, fair process and employment protection by the system of tenure; and

WHEREAS the Faculty Code confirms and protects established tenure rights of faculty and provides for fair process for such cases where individuals are alleged to have become unfit to perform their academic duties; and

WHEREAS the Faculty Code is an express part of the contract between each member of the faculty and The George Washington University; and

WHEREAS a National Commission of Higher Education Issues issued recommendations in 1982 strongly asserting "the continuing importance of faculty tenure as an essential instrument to protect academic freedom and thereby ensure the highest quality of teaching and research;" and

WHEREAS it is accepted that, as elimination of mandatory retirement at other universities has not had the effect of dramatically extending the time of active service the Age Discrimination in Employment Act, which will end compulsory retirement based on age on December 31, 1993 is not cause for concern or precipitate measures; and

WHEREAS in an End-of Year report a Joint Task Force has made recommendations which would seriously weaken tenure protections for faculty; now therefore be it

RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

1. The Faculty Senate considers that the basic suggestions regarding additional formal systematic reviews of continuing faculty and the recommendations for their implementation contained in the report of the working party would seriously compromise the protections of tenure.
2. The Faculty Senate opposes reduction in faculty salaries as inconsistent with the Faculty Code, contractual rights and academic freedom of the faculty.
3. While good-faith discussions and positive incentives are consistent with academic freedom, the Faculty Senate opposes threats or processes of harassment to "encourage" retirement of faculty.
4. Peer review procedures are presently provided for in the Faculty Code. The Senate opposes the imposition of additional peer review of tenured and other continuing faculty; it believes that additional peer review would result in unacceptable costs in time, money, creativity, independence and collegial relationships and could be used for purposes of harassment and intimidation or to provide grounds for dismissal alternative to the proper procedures of the Faculty Code that provide the necessary safeguards for academic due process.

Senate Committee on Professional Ethics and Academic Freedom
Passed 7 December 1992

[Any inquiries about this resolution should be directed to Professor Dewey D. Wallace, Chair, Research Committee, Ext. 4-6326.]

A RESOLUTION ON COORDINATION OF THE FACULTY SENATE RESEARCH COMMITTEE AND THE ADVISORY COUNCIL ON RESEARCH (92/5)

WHEREAS, it clearly would benefit all concerned if the Faculty Senate Research Committee and the Advisory Council on Research would better coordinate their activities in order to more effectively carry out their functions and avoid duplication of effort; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

That the Senate Executive Committee appoint two members currently sitting on the Advisory Council on Research to the Faculty Senate Research Committee as a companion measure to the two persons chosen from the Faculty Senate Research Committee by the Associate Vice President for Research and Graduate Studies for inclusion on the Advisory Council on Research.

Research Committee
January 29, 1993

Adopted February 12, 1993

SUBSTITUTE
A RESOLUTION ON RELIGIOUS OBSERVANCES
DURING THE ACADEMIC YEAR (92/6)

WHEREAS, University policy imposes an obligation on faculty to accommodate their classroom activities to specified days of religious observance and to extend to students the courtesy of absence without penalty on specified religious holidays; and

WHEREAS, claims for such accommodation have multiplied with the increasing number and diversity of religiously-observant students (as many as 43 religious holidays have been identified during the nine months of the academic year); and

WHEREAS, such multiplicity of claims make it impracticable, and their legitimacy makes it inappropriate, for the University to specify henceforth which of these holidays faculty should accommodate; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

1. That students notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance; and
2. That faculty continue to extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations; and
3. That faculty who intend to observe a religious holiday arrange at the beginning of the semester to re-schedule missed classes or and to make other provisions for ~~re-scheduling~~ their course-related activities; and
4. That the Administration continue to circulate to faculty by the last week of the previous semester a schedule of religious holidays most frequently observed by our students ~~the major religions~~ with the notation that student members of other religious groups ~~religions and/or sects~~ are also entitled to the same courtesies and accommodations; and
5. That the Administration convey this policy to students by including it in the schedule of classes and other places deemed appropriate.

Executive Committee of the Faculty Senate
Adopted, as amended, April 9, 1993

THE UNIVERSITY OF CHICAGO
DIVISION OF THE PHYSICAL SCIENCES
DEPARTMENT OF CHEMISTRY

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THE UNIVERSITY OF CHICAGO
DIVISION OF THE PHYSICAL SCIENCES
DEPARTMENT OF CHEMISTRY

March 29, 1993

To: The Faculty Senate
Fr: Executive Committee of the Faculty Senate

Report Accompanying the Resolution on Religious Holidays

The Executive Committee offers this resolution (to alter University policy on religious holidays) after deliberation on several points raised in a memorandum from Vice President French, dated 6 January 1993. With the latter's permission, the Committee has excerpted those portions of the French memorandum which bear most directly on the points raised. These excerpts are submitted by way of a report accompanying the resolution:

"GW has gone beyond pluralism in terms of the cultural and religious diversity of the constituents of our community. One of the challenges we face, given our inclusiveness and our nonsectarian character, is the reconciliation of formal respect for the religious convictions and practices of our heterogeneous community with the requirements of our academic calendar. . . .

"It is the richness of religious traditions that confronts us with a genuine dilemma. How do we reconcile a policy of deference to this pluralism of religious traditions each with its respective obligations and our obligation to fulfill the academic commitment that we have made to all students within the constraints of what is in any event a minimum academic year? Upon examination, the dilemma becomes even more difficult to resolve because of certain subsets of issues.

"The cardinal choice would seem to be between a policy that granted recognition of totally self-defined religious obligations by all individual students and faculty and a policy in which no official recognition is taken of any religious holidays. The former would have the consequence of placing the burden on each faculty member to adjust her or his teaching to whatever pattern of attendance or nonattendance flowed from the religious demography of any particular class. [Note: the proposed resolution basically reflects this course of action.] The latter would place the burden entirely upon the individual student to reconcile her or his religious obligations with the demands of each course syllabus. . . .

"The path that we have been trying to walk for the last two decades is a middle one in which a limited number of 'major' religious holidays of the 'major' religious traditions are recognized as ones on which instructors are requested to adjust their teaching to enable observant students to more easily reconcile their academic and religious obligations. This policy of compromise is proving increasingly more difficult to sustain; that fact has given rise to this memorandum.

"The growth in the sheer number of faiths to which GW students and/or faculty adhere is the most obvious factor, but not a negligible one. I have in front of me a calendar of religious holidays distributed by the National Conference of Christians and Jews. This roster lists 43 such holidays in the nine months of our academic year. Eleven of them are marked as days on which members of a faith group may be absent if these days are not general holidays. . . .

"There is a further complicating element which is exceedingly difficult for a nonsectarian institution to handle. This derives from the differences and/or disagreements between and among different branches of the same religious traditions with respect to the identification of true days of obligation and the manner of observance required. . . . Clearly it is a delicate if not inappropriate role for the University to decide which religious holidays deserve to appear on its 'official' list. And this difficulty cannot be eluded so easily as one might think for the reasons alluded to in the previous paragraph. One might suspect that it would be a simple matter to ask clerics or other authorized religious leaders to make that identification for us. But our choice of authorities to be consulted would itself determine the outcome of that inquiry. As Sartre insisted so relentlessly, in our choice of advisors on difficult issues we have in fact chosen the advice we wish to hear. . . .

"Finally, and this relates to the fact that very different forms of expression of piety are sanctioned by different traditions. For some there is mandatory participation in religious rituals at specified times and/or places which clearly would require absence from class. For others there is a prohibition against participation in any secular activities during stated intervals. For others the obligation is an entirely private and/or interior activity that does not entail overt conflict with class participation -- but practitioners of which would expect to be accorded the dignity of official University recognition of their major holy days on the same footing with others.

"Thus far I have left unaddressed the ingenuous query from one of our colleagues that prompted all this, namely, what does it mean in specific terms to require faculty to 'accommodate' the pious practices of our students on the holy days of their religious tradition? An editorial that appeared last fall in the student newspaper of another major university provided their administration with a detailed bill of particulars. 'For example, professors should be required to distribute lecture notes and/or tapes of the class, or to schedule makeup sessions to be taught by themselves or their teaching assistants. Seminars where discussions are vital for an understanding of the material should be rescheduled, if at all possible.' I am not certain, but I suspect this may go beyond what the Senate intended when it passed Resolution 71/36."

The Bureau of the Census is a part of the Department of Commerce and is responsible for the collection and dissemination of statistical information. It is the largest statistical agency in the United States and is the principal source of official statistics for the Federal Government. The Bureau's work is divided into three main areas: the collection of data, the processing of data, and the dissemination of data. The collection of data is done through a variety of methods, including surveys, censuses, and administrative records. The processing of data involves the use of statistical techniques to analyze the data and to produce statistical tables and reports. The dissemination of data is done through the publication of statistical reports and tables, and through the provision of statistical information to the public through the Bureau's website and other media.

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A RESOLUTION ON RELIGIOUS OBSERVANCES
DURING THE ACADEMIC YEAR (92/6)

*See Substitution
(preceding)*

- WHEREAS, University policy imposes an obligation on faculty to accommodate their classroom activities to specified days of religious observance and to extend to students the courtesy of absence without penalty on specified religious holidays; and
- WHEREAS, claims for such accommodation have multiplied with the increasing number and diversity of religiously-observant students (as many as 43 religious holidays have been identified during the nine months of the academic year); and
- WHEREAS, such multiplicity of claims make it impracticable, and their legitimacy makes it inappropriate, for the University to specify henceforth which of these holidays faculty should accommodate; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

1. That students notify faculty at the beginning of the semester of their intention to be absent from class on their day(s) of religious observance; and
2. That faculty continue to extend to these students the courtesy of absence without penalty on such occasions; and
3. That faculty who intend to observe a religious holiday arrange at the beginning of the semester to re-schedule missed classes and to make other provisions for re-scheduling their course-related activities.

Executive Committee of the Faculty Senate
March 26, 1993

